



National Unit Specification: general information

UNIT Working as Air Cabin Crew (SCQF level 6)

CODE F3P7 12

SUMMARY

The Unit is designed to enable candidates to further develop knowledge of the aviation industry relating to a career as air cabin crew and builds upon the introductory Unit, *Working as Air Cabin Crew: An Introduction*, at SCQF 5 level. It will develop the skills and techniques required of air cabin crew when communicating routine safety procedures to and providing a range of inflight services to passengers on board an aircraft.

This Unit is suitable for candidates who wish to obtain a knowledge of working as air cabin crew as an interest subject or if they are considering a career in that role. On completion of this Unit candidates could progress onto further education or training in this industry.

OUTCOMES

- 1 Contribute to routine safety and service procedures during boarding and take-off in a simulated aircraft environment.
- 2 Demonstrate knowledge and understanding of the duty free and tax-paid goods service in an airline environment.
- 3 Contribute to trolley merchandising in a simulated aircraft environment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- ◆ a standard of literacy and numeracy supported by a general education equivalent to Standard Grade at General level or above
- ◆ other related qualification
- ◆ Working as Air Cabin Crew: An Introduction (SCQF level 5)

Administrative Information

Superclass: ZE

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in the *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Contribute to routine safety and service procedures during boarding and take-off in a simulated aircraft environment.

Performance Criteria

- (a) Use appropriate skills and techniques when greeting and assisting different passenger types.
- (b) Effectively communicate routine safety requirements to passengers using a safety PA and demonstration equipment.
- (c) Co-operate positively with others to ensure pre-flight cabin secure checks are carried out effectively.

OUTCOME 2

Demonstrate knowledge and understanding of the duty free and tax-paid goods service in an airline environment.

Performance Criteria

- (a) Explains clearly the Customs Allowances and Guidelines for bringing goods into the UK.
- (b) Describe accurately the features and benefits of duty free and tax-paid products.

OUTCOME 3

Contribute to trolley merchandising in a simulated aircraft environment.

Performance Criteria

- (a) Products are displayed on service cart appropriately.
- (b) Service cart is handled safely at all times.
- (c) Appropriate selling skills are utilised in interactions with passengers.
- (d) Interacts effectively with others during service.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Performance evidence supported by an assessor checklist(s) is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria. The performance will include routine safety and routine service demonstrations and should last no longer than 30 minutes, involve a minimum of six passengers (other candidates may role play as passengers) and involve candidates working in pairs.

The evidence for this Unit should be obtained under controlled, supervised conditions.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit on the National Certificates in Travel and Tourism at SCQF level 5 and 6. The purpose of this Unit is to introduce learners to routine pre-flight safety procedures and to further develop personal, inter-personal and practical skills in an airline environment.

Possible topics to cover in Outcome 1 are:

- ◆ first impressions during boarding and greeting passengers.
- ◆ techniques for assisting different passenger types eg adults, children, English and non-English speaking, passengers with special needs. This was introduced at SCQF level 5 and should be developed at SCQF level 6 to include, for example, individual safety briefing for passengers with particular needs.
- ◆ unacceptable passengers.
- ◆ typical pre-flight safety announcement.
- ◆ use of life-jacket, oxygen masks, seat belt and safety card.
- ◆ evacuation on land and water, decompression, turbulence.
- ◆ safety demonstration techniques.
- ◆ CODPIES (acronym commonly use in the industry to remember categories of passengers who cannot sit at emergency exits, Children/Obese/Deportees and persons in custody/PRMs (persons with reduced mobility)/Infants/Elderly and infirm/Sick or pregnant. Regulations concerning safe seating of passengers.
- ◆ purpose of Joint Aviation Requirements — Operations (JAR-OPS), Civil Aviation Authority (CAA).
- ◆ cabin secure procedure.
- ◆ re-cap of PA techniques introduced at level 5.
- ◆ teamwork.

Possible topics to cover in Outcome 2 are:

- ◆ UK customs allowances and guidelines
- ◆ EU and Non-EU routes
- ◆ features and benefits of a range of typical duty-free and tax paid product categories eg tobacco, perfume, skincare, gifts, jewellery, spirits, watches

National Unit Specification: support notes (cont)

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Possible topics to cover in Outcome 3 are:

- ◆ creating and delivering an effective Sales PA
- ◆ displaying products on an airline service cart
- ◆ selling skills
- ◆ manual handling of the sales cart
- ◆ teamwork

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

A suggested sequence to follow would be to mirror the actual sequence of a flight ie first — greeting and assisting passengers, then — safety procedures for take off and finally — in-flight service. Theory sessions should be evenly balanced with practice sessions.

A group activity could be set requiring learners to use airline In-flight magazines to investigate product ranges and special offers, then to create and deliver a sales PA, based on their findings, to the other candidates in the class.

Ideally, practical sessions should take place in a mock aircraft cabin. However, a classroom set up using chairs in an aircraft-seating configuration would suffice. A set of safety demonstration equipment comprising of a seat belt, life jacket, oxygen mask and safety card is necessary. Access to an airline service cart would be desirable although a tiered trolley would be a useful substitute. A candidate-centred, participative and practical approach is encouraged. Use of any relevant online resources, DVDs, airline training manuals etc.

If delivered with a National Certificate Group Award it may be possible to integrate delivery of the Unit *Skills for Customer Care* and the opportunity may arise to generate evidence towards the Unit *Travel and Tourism: Enhancing Skills for Employment*.

OPPORTUNITIES FOR CORE SKILLS DEVELOPMENT

Teaching and delivery of Outcomes 1 and 3 incorporates practical sessions in an airline environment providing opportunities for development of the Core Skill *Working with Others* at SCQF level 5.

Learners could operate in small teams observing each other's performance and giving constructive feedback.

Teaching and delivery of Outcome 1 and 3 could offer the opportunity to develop the Core Skill of Oral Communication at SCQF level 5 by setting group tasks of investigating product ranges to produce a deliverable sales PA and by practising PA techniques.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

This Unit could be assessed during group role-play sessions in a simulated airline environment incorporating boarding, preparations for take-off and a sales service.

The teacher could set scenarios where candidates, acting as passengers, are primed to request or infer a requirement for assistance from the cabin crew. For example a blind passenger needs an individual safety briefing; a passenger requires information on customs allowances.

Each candidate could:

- ◆ deliver a safety PA
- ◆ perform a safety demonstration
- ◆ respond to a passenger need or request
- ◆ take part in the cabin secure procedure
- ◆ take part in the sales service.

The recording of short-answer responses to verbal questioning could be used to generate evidence.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).